

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broadway Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	12.8% (27 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year
Date this statement was published	September 22
Date on which it will be reviewed	September 25
Statement authorised by	Chris Bolton
Pupil premium lead	Chris Bolton
Governor / Trustee lead	V Butcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,020
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,790

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Broadway Primary is an inclusive school. We work hard to ensure that all of our children are equal and that opportunities to learn and explore are available. We use our Pupil Premium money to support this goal. To make sure that our children are able to make the progress they need so that they can succeed in their futures.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Reading – after a review of progress last academic year – we believe it is important to continue to focus on PP Reading.</i>
2	<i>Writing - after a review of progress last academic year – we believe it is important to continue to focus on PP Writing.</i>
3	Ensuring that SEND PP children are making their own steps of progress that are clear and at tailored to their needs.
4	Ensuring that the PP children have full access to the wider curriculum and other support mechanisms in school to support the family.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap in attainment between None SEND PP and None SEND NPP children narrows for Reading.	The gap between these groups of children has continued to reduce – July 2022 the difference was 12% (EXP+) PP children are engaging with the reading initiatives that we currently have in place

	such as BoomReader and Reading Challenges
The gap in attainment between None SEND PP and None SEND NPP children narrows for Writing.	The gap between these groups of children has continued to reduce – July 2022 the difference was 8% (EXP+) PP children are responding to the directed teaching and short interventions to plug gaps.
SEND PP children are making progress through the school similar or better than other SEND children	SEND Provision maps accurately identify PP children. The progress, like other SEND children is monitored and discussed during termly IEP meetings help each year. RAG rated tracking will be in place to identify progress dips or acceleration. Moderation takes place to support our tracking system.
Children with PP feel supported within school and take advantage of a range of activities both within the school day and outside of it.	The development of the playground supports all children regardless of their backgrounds. There is

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete the Pupil Premium/relevant SEND CPD sections of National College and any other relevant training	Making sure that the staff are as upskilled as possible with the latest developments will ensure that children receive the best support.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention (1-1, group) to support children with needs in reading, writing and maths	Taking children to complete short interventions, alongside the QFT that they receive will continue to reduce gaps. PP children that do not have SEND needs benefit to ensure gaps are not formed.	1-3
<i>Completion of programs such as Dancing Bears and Apples and Pears for PP children that would benefit</i>	PP children with SEND are benefitting from structured interventions (1-1, group) that follow a set program. These short interventions, along with their own SEND targets will support and ensure that they are making progress.	1-3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contributions (up to 100%) towards outdoor activities such as London, PGL and trips</i>	As a school, we need to ensure that children do not miss out on opportunities. Therefore, supporting PP families with the cost would benefit both the child but also the family.	4
<i>Contributions (up to 100%) towards holiday clubs and before/after school clubs</i>	To support our families, we may need to subsidise the cost of holiday clubs/after school provision.	4
<i>Playground leader to continue to develop areas of the playground to support the learning and wellbeing of PP children</i>	The playground continues to be a huge benefit to the well being of our children. This is supported through pupil interviews.	4
<i>Learning Mentor to work alongside the SENDCO on various tasks to support children across the school with school and home-based support</i>	The development of our Learning Mentor role supports many of our PP families. As part of the redefined role the Learning Mentor is able to support families who may need Early Help referrals and/or the emotional and behavioural needs of our children.	3

Total budgeted cost: £ [£42,000]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We are pleased that the difference in attainment for our PP children and NPP children is broadly inline. We will be continuing to work to ensure that the gap (through small) continues to reduce. Writing will continue to be a focus in the next academic year and the new systems that we have put into place will support this moving forward. Our PP SEND children are well supported across school with their targeted interventions – moving into the next academic year we want to ensure that they continue to make excellent progress no matter what they attainment milestones are.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our Service Pupil Premium allocation has been spent on pastoral support for the child last academic year) that included time with the Learning Mentor but also time with his class teacher to develop friendships, anxieties regarding absence of parent etc.

The impact of that spending on service pupil premium eligible pupils

- Learning Mentor Pastoral Support has ensured that the child has been settled in school during those periods of parental absence.